

Faith School District Improvement/Progress Report

Principle: 5 Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The present level of performance lacked the required content. The present level of performance was not linked to functional assessment in identifying the student's strength and weaknesses related to the student's disability. There was no statement as to how the student's disability impacted their progress in the general curriculum and no parental input. There were no present levels of performance identified in relationship to transition activities and goals.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The student's present level of performance will be based on functional assessment. The present level of performance will identify the student's strength and weakness in the student's disability area, transition and any other areas that goals are written. The present level will include how the student's disability impacts their progress in the general curriculum and parental input.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. Present levels of performance will include the student's strengths, needs, progress in the general curriculum, parent input and be linked to functional assessment.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

6 month progress report date 8-21-03

CLOSED 6-14-04

<p>1. What will the district do to improve? When evaluating a student, a functional assessment will be part of every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of all evaluations conducted and report the % of evaluations that contain functional assessments in all skill areas affected by the disability including transition.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician	Met 8/21/03	
<p>Please explain the data (6 month) The Faith School system completed 3 evaluations/reevaluations since submitting their improvement plan. A spot check of 100% of the evaluations revealed that 2 of the 3 contained specific functional assessment summary reports. The 3rd evaluation was an early childhood evaluation, which used the Battelle as its source of functional assessment.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition for students age 16 or younger if necessary. Parent input will also be documented on the present level of performance page.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of present levels of performance written following evaluation and report the % of present levels of performance that contain the required content for each skill areas affected by the disability including transition. The % of time parent input is documented will also be reported.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Met 8/21/03	

6 month progress report date 8-21-03
CLOSED 6-14-04

Please explain the data (6 month) The Faith School system completed 3 evaluations/reevaluations since submitting their improvement plan. We spot checked 100% of the evaluations. One evaluation did not require an IEP since the student did not qualify for SPED services. The present levels of performance developed for the IEPs following the other two evaluations contained the required present levels of performance content for each skill area and parent input was documented.				
Please explain the data (12 month)				
3. What will the district do to improve? Short term objective, annual goals and present levels of performance will be written and directly link to functional assessment including transition. What data will be given to OSE to verify this objective? The district will spot check 50% of short term objective, annual goals and present levels of performance written following evaluation and report the % that have a direct link to functional assessment.	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Not met- ongoing	
Please explain the data (6 month) The Faith School system completed 3 evaluations/reevaluations since submitting their improvement plan. We spot checked 100% of the evaluations. One evaluation did not require an IEP since the student did not qualify for SPED services. 50 % of the short-term objectives, present levels of performance, and annual goals were directly linked to the functional assessment summary report.				
Please explain the data (12 month) 7 evaluations were completed during this 6 month evaluation period. 71% of the files reviewed contained short term objectives, annual goals and present levels of performance that directly link to the functional assessment/report 100% of the time.				

Principle: 5 - Individual Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In three out of seven files reviewed the location of related services was not being designated on the related service page of the individual program plan.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The location, time and frequency of related services will be documented in the student's individual program plan.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

2. The district will document in each student's IEP the location of where each needed service will be provided.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>After the multidisciplinary team determines what related services are needed, district staff will document the location where the related service will be provided on the students IEP 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will spot check 50% of the student IEPs and report the % that has the location of services documented.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Met 8/21/03	

Please explain the data (6 month)
The location of services was documented in 100% of the files.

Please explain the data (12 month)

Principle: 5 - Individual Program Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The justification statements for student placement did not follow the accept/reject format for placing students in the least restrictive environment. In two student files reviewed the justification statements described the services provided.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The justification statements will review the continuum of services and utilize the accept/reject format in determining the least restrictive environment for the student.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

3. Justification statements will be written to describe why the student's instruction cannot be conducted in the regular classroom setting with supplementary aides and services.

6 month progress report date 8-21-03

CLOSED 6-14-04

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When developing justification statements, district staff will address each step on the continuum using the accept/reject format until a placement within the continuum is accepted a 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of the IEPs written and report the % of justification statements using the accept/reject format.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Met 8/21/03	
<p>Please explain the data (6 month) All of the files checked had justification statements using accept/ reject format.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? When developing justification statements, the district staff will address each step on the continuum with a reason stated as to why the option was rejected or accepted a 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of the student IEPs and report the % that have appropriately documented why the students instruction could not be implemented in the regular classroom setting and a quality assurance analysis of the results.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Not met-ongoing	

6 month progress report date 8-21-03
CLOSED 6-14-04

Please explain the data (6 month)

We reviewed 19 files. 5 of the files did not clearly state why the student's instruction could not be implemented in the regular classroom. 14 of the files did state why the student's instruction could not be implemented in the regular classroom.

In doing a quality assurance analysis it was determined that why is not always clearly stated as to how the child will benefit from services outside of the regular classroom. Documentation should be explained based on why the students instruction could not be implemented in the regular classroom setting. Further improvement is needed in this area.

Please explain the data (12 month)

Since the 6 month reporting period, 10 student's annual reviews were held. Through a review of 50% of the file, 100% of the justifications for placement included information regarding the student's instructional needs which resulted in the teams decision to remove the student from the regular classroom setting. For example, the need for a distraction free setting or the need for 1 to 1 instruction.

Principle 5 Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The course of study for transition age students did not indicate specific courses for electives and the course of study was not always in place by age 14. The long-term outcome statements were based on how the team felt or the parents felt and were not student driven.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. By age 14, transition planning will include long term outcomes for independent living and employment. A specified course of study will be developed, which reflect the student's interest and post-school goals.

6 month progress report date 8-21-03

CLOSED 6-14-04

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

4. The district will develop IEPs that include a complete course of study for each student beginning at the age of 14 or younger if appropriate.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will make a list at the beginning of each school year of those students who will be turning 14 during the course of that year. A meeting will be held and course of study developed for each of these students prior to their 14th birthday.</p> <p>What data will be given to OSE to verify this objective? The district will report the number of students turning age 14 during each school year and the % of those with a course of study developed prior to their 14th birthday.</p>	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Not met - ongoing	
<p>Please explain the data (6 month) Four students will be turning 14 during the 03-04 school year. Two of the students will have IEP meetings before their birth dates and a course of study will be developed at that time. The other two students will require a special meeting to develop a course of study before their birth dates in Oct. and April.</p>				
<p>Please explain the data (12 month) A total of 4 students would have turned 14 during the 04-04 school year. 2 of the students moved to another district. A course of study was developed prior to the 14th birthday for the remaining two students. Therefore, 100% of the student turning age 14 had a course of study developed prior to their 14th birthday.</p>				

<p>2. What will the district do to improve? When developing the course of study for students' beginning at the age of 14, The district will include specific electives that are linked to the life planning outcomes, 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will review all files of students age 14 and report the % of files which contain specific electives based upon student centered life planning outcomes.</p>	<p>February 2003 to continuous</p>	<p>Special Educator Speech & Language Clinician Special Education Director</p>	<p>Not met-ongoing</p>	
<p>Please explain the data (6 month) All files of students age 14 were reviewed. 2 of 3 files reviewed were found to contain specific electives based upon student centered life planning outcomes. The third students file will be corrected in the future. An IEP meeting will be held in Nov. and a course of study will be developed with classes and electives based upon student centered life planning outcomes for the third student</p>				
<p>Please explain the data (12 month) A total of 4 students would have turned 14 during the 04-04 school year. 2 of the students moved to another district. The course of study that was developed for the other two students and contains specific electives related to the student's life planning outcomes.</p>				

<p>Principle: 5 – Individual Education Plan</p>
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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through file review it was evident that there was not a coordinated set of transition activities in place for students 16 and over. The present levels of performance did not indicate the student's present levels in regards to the area of transition. (Refer to goal # 1 regarding the development of present levels of performance in the area of transition)</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Transition will be a part of the present levels of performance and the district will ensure that by age16 a coordinated set of activities will be in place to provide linkages to the long-term outcomes for employment and independent living. These present levels and coordinated set of activities will be based on transition assessment data and student input.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 5. The district will develop IEPs for all student's turning 16, which include a coordinated set of transition services, activities, goals and objectives.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? When developing a transition plan, district staff will address all five transition service areas on the transition plan 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will review all files of students age 16 and report how many have addressed all 5 areas of transition.</p>	<p>February 2003 to continuous</p>	<p>Special Educator Speech & Language Clinician Special Education Director</p>	<p>Met 8/21/03</p>	

6 month progress report date 8-21-03

CLOSED 6-14-04

Please explain the data (6 month) All files of students age 16 were reviewed. All files were found to have addressed all 5 areas of transition.				
Please explain the data (12 month)				
2. What will the district do to improve? When developing a transition plan, the district will document activities/service recommendations based upon the transition evaluation, present levels of performance and student centered life planning outcomes 100% of the time. What data will be given to OSE to verify this objective? The district will review all files of students age 16 and report through a quality assurance analysis if the transition plan represents a coordinated set of transition activities and services.	February 2003 to continuous	Special Educator Speech & Language Clinician Special Education Director	Not met - ongoing	
Please explain the data (6 month) In doing a quality assurance analysis it was determined that more work is needed in this area. Our set of transition activities and services need to have present levels of performance statements based upon transition evaluations. We need to have an on going transition assessment in which to develop Present levels of performance statements. Although all 5 areas of transition have been addressed, it has not been in a coordinated manner. Our Special Education teacher attended the Transition in Action 2003 workshop held in Vermillion this summer on June 10-13. Application of principles learned in the transition workshop will be applied to begin the process of developing a coordinated set of transition activities and services.				
Please explain the data (12 month) 3 students have turned 16 year and the current IEPs contain services that link to the course of study, present levels of performance and transition evaluation. All 5 areas are addressed in the service plan in 100% of the IEPs. The information received in the Transition in Action Workshop is used to assist in the development of a coordinated set of activities for these students.				